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ABSTRACT

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 3: help students identify and use community resources that are related to their career development. The following seven activities are included: (1) four positive attitudes on the job; (2) job training interview; (3) who supports my interest? (4) focusing a classroom speaker on areas of student interest; (5) television--fact or fancy? (6) on-site orientation into available community job opportunities; and (7) field trips to areas of business, industry, and professional sources. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

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ED169234
CE 019 668

LANGUAGE ARTS & SCIENCE

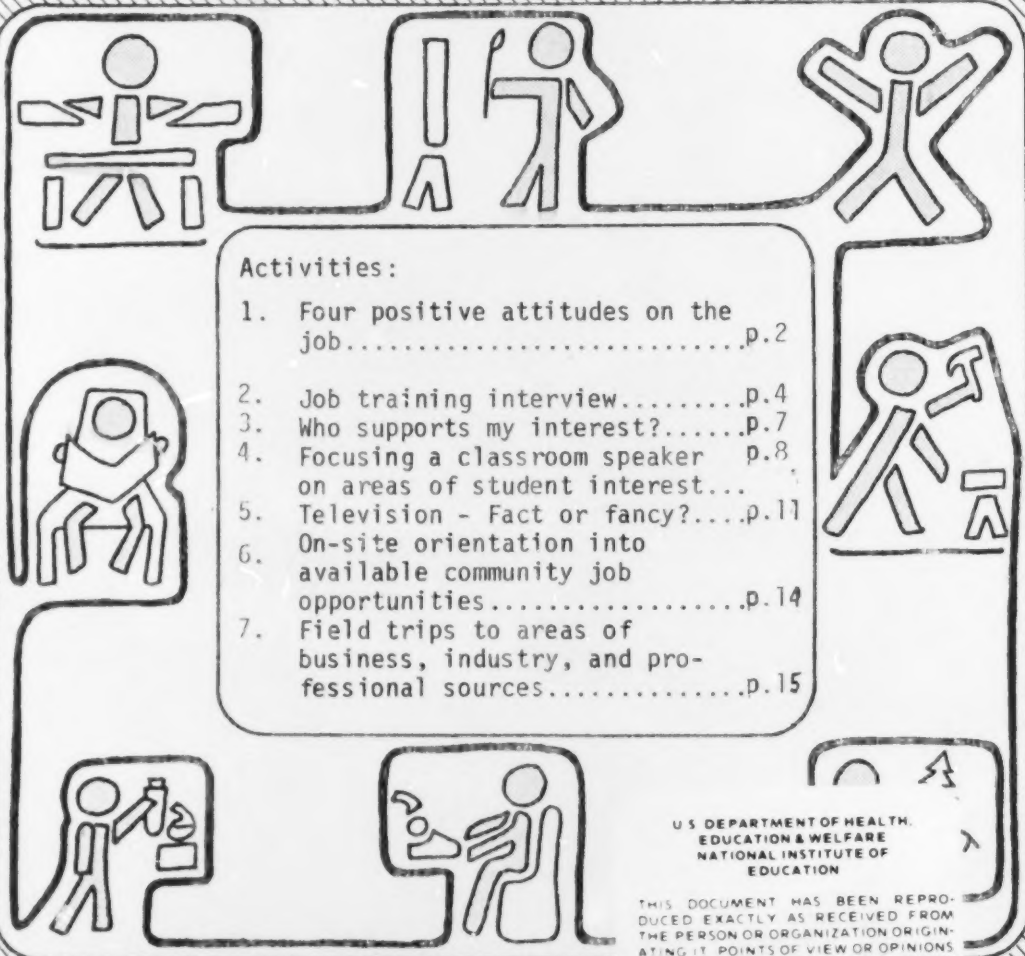
sample career education activities

grades 7-12

COMMUNITY RESOURCES

COMMUNITY RESOURCES

Competency #3: Help students identify and use community resources that are related to their career development.



Activities:

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3. Who supports my interest?.....p.7
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SEVEN CAREER EDUCATION COMPETENCIES FOR LANGUAGE ARTS AND SCIENCE TEACHERS, GRADES 7 - 12

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life roles and careers.
2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.
3. Help students identify and use community resources which are related to their career development.
4. Create opportunities for parents to help their chilcren understand career education.
5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.
6. Instruct students in reading, writing, speaking and listening skills as they related to life roles and careers.
7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

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SPECIAL CREDIT:

Many of the sample activities used to complete the following packets were adapted/adopted from the Career Awareness/Exploration Curriculum Kits, Grades 4-8, 9-10 and 11-12, produced under contract with the Marion County ESD, Salem, Oregon in 1976-78. Credit has been given to the author of the activities used. The Career Awareness/Exploration Kits are available from:

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TEACHER COMPETENCY III: HELP STUDENTS IDENTIFY AND USE COMMUNITY RESOURCES THAT ARE RELATED TO THEIR CAREER DEVELOPMENT.

Frequently students do not know the resources available in thier own community for seeking and securing a job. Most often this occurs because the schools remain in isolation and enclose their students' education within the four walls of a classroom. The following activities attempt to bring the community closer to the school and tap its potential to aid a student's career development.

Title:

Four Positive Attitudes on the Job
Page 1 of 2 pages

Activity

1

Competency:

#3 Community Resources

Related Competencies:

#1 Attitudes #6 Communications
#3 Comm. Resources
#7 Career Choices

Level:

7-9 students

Instructional Goal:

Given the opportunity to listen to and interview employers that come to class, the student will be able to identify and dramatize positive attitudes toward work.

Number of People:

Total class

Time:

Two to three Class days

Materials/Resources:

Three employers from the community
Role playing situation sheet

Procedures:

1. The teacher will present three employers from the community who will identify for students, important job-holding skills: punctuality, following directions, interpersonal skills, and good appearance.

2. The teacher will have the students take notes on the presentation and summarize the important points.

3. The teacher will distribute descriptions of selected job situations which emphasize the job-holding skills identified above. (See attachment)

4. The teacher next divides students into small groups of 4-6 students.

5. Students will dramatize the selected situations so that an employee acquires a positive attitude toward the job-holding skill addressed.

6. Two or three students should perform the role playing; others in the groups will critique in written form the dramatizations based on their interpretentions of appropriate employer behavior.

Developed by: Dennis Crow and Ruth Kostur

Four Positive Attitudes on the Job

Job Situations

Students will dramatize the following situations so that the employee acquires a positive job holding skill.

1. An employer reprimands an employee for being late.
2. Two employes waste valuable work time gossiping and are interrupted by their employer.
3. An employer presents directions for a given task in a somewhat unclear manner and the employer must decide what to do.
4. A patron at a commercial establishment is disturbed by the unkempt appearance of an employe.
5. An employee is chosen for promotion over another and the rejected one complains to the employer.
6. An authoritarian employer disciplines an employe for his show of independence.

Title:

JOB TRAINING INTERVIEW

Activity 2

Competency:

3 Community Resources

Related Competencies:

#6 Communications

Level:

7-9

Instructional Goal:

Given an opportunity to interview community workers, the student will be able to participate in a class discussion identifying resources in the community that were used by the workers for job training.

Number of People:

Total class

Time:

Two 30-minute Sessions

Materials/Resources:

Interview form (see suggested form)

Procedures:

1. The students will interview (teacher determined number of) people within their family, school and/or community. (See suggested interview form)
2. The students will identify the job title of the person interviewed, where and how he/she received training for his/her specific job, was it local, etc.
3. The students will use the information to develop a display. (See suggested display)
4. The class will discuss the information displayed. Did the people interviewed utilize the local training opportunities?

Source: Sandra Ferrell

Adapted by: Project Staff

INTERVIEW FORM

What is your job title?

Where did you learn to do this job?

Is that local?

Job Title	Training											
	High School		On-The-Job		Appren-ticeship		2 Year School		4 + Years School		Other	
	Local		Local		Local		Local		Local			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												

Possible method of display:

Jobs	Types of Training					
	high school	on-the-job	appren-ticeship	2 yr. school	4 yr. school	other
Waitress						
Teacher						
Banker						
Plumber						

A color keyed system may be developed to show locally received training.

Title:

WHO SUPPORTS MY INTEREST?

Activity 3

Competency:

#3 Community Resources

Related Competencies:

#2 Job Skills

Level:

11-12

Instructional Goal:

Given the opportunity to use a career information system, the student will be able to identify an area of occupational interest and list organizations or institutions which provide information for that occupation.

Number of People:

Total class or Individual

Time:

Variable

Materials/Resources:

CIS User's Handbook
CIS Terminal
CIS Needle-Sort Deck

Procedures:

1. Before the start of this activity, the teacher should discuss with the class a career information system, the steps involved in using either the needle-sort cards or the teletype terminal, and the use of the User's Handbook (See the Career Information System's User's Handbook).

2. The teacher will distribute one CIS User's Handbook to each student.

3. The students will fill out the QUEST questionnaire (15 minutes).

4. Outside of the classroom time, each student will work on an individual basis for the next 2-3 weeks. During that time, each student will take a complete QUEST to the terminal or needle-sort deck in order to obtain a list of the following information: 1) area(s) of occupational interest, and 2) a list of organizations or institutions which provide information and assistance for these occupations. Instructions concerning the use of the INFO files (schools for programs of study, etc.) are found in the CIS User's Handbook. Students can be encouraged to use the career center and the library in order to supplement the information gathered from CIS).

Source: CIS Implementation Handbook

Adapted by: John O'Donnell

Title:

FOCUSING A CLASSROOM SPEAKER ON AREAS OF STUDENT INTEREST

Activity 4

Competency:

#3 Community Resources

Related Competencies:

#6 Communication

Level:

11-12 Teacher

Instructional Goal:

Given an opportunity to select a classroom speaker, the teacher will be able to identify for the resource person the types of information about the person's occupation that would be of interest to the class.

Number of People:

Total class

Time:

Variable

Materials/Resources:

Career Information Sheet

Procedures:

1. The teacher will select a community resource person to speak to a class about some of the characteristics of the person's occupation.

2. Using the Career Information Sheet as a guide, have the students identify some job characteristics (under each major item) that they would like the guest speaker to discuss.

3. The teacher will compile the students' choices.

4. The teacher will once again contact the resource person in order to relate the types of information in which the students have interest.

Source: Individualized Learning Systems

Adapted by: John O'Donnell

CAREER INFORMATION SHEET

A. BASIC JOB FACTS
1. Duties and tasks (include the routine, monotonous and menial as well as the glamorous)
2. Working hours
3. Tools, equipment and materials that are used
4. Working conditions (indoors, outdoors, physical surroundings, noise, degree of danger, etc.)
5. Special gear or clothing that is needed
6. Physical demands placed on the person
7. Salary ranges for this type of work
8. Labor unions and/or professional organizations involved in the work
9. Health insurance, retirement and other personnel benefits normally associated with this type of work
10. Government regulations affecting this work

B. ECONOMIC AND SOCIAL VALUES
1. What is produced that others need (how the job relates to the economic world as well as what it contributes to society in general)
2. Examples of both men and women doing this kind of work
3. Where else in the country this work is performed
4. History of this kind of work; how it got started, famous people who've done this work, how the work got its name, etc.
5. Future employment projections for people doing this kind of work
6. Impact of economic changes on this job
7. Effects of technology and new knowledge on this work (inventions/ discoveries that could change this work)

C. TRAINING AND EDUCATION
1. What the students are studying in school that's related to this work
2. Where to get more information about this kind of work
3. Training and skills required
4. Time required to prepare for this kind of work
5. How to train for this job
6. Where to get training
7. Jobs young people could do to gain experience related to this work

D. EMPLOYMENT AND ADVANCEMENT
1. Equality of opportunity for both men and women
2. Personal qualities employers look for in this line of work
3. Tips on applying for jobs (could include specifics for entry into this kind of job as well as general hints)
4. Opportunities for advancement in this line of work
5. Related jobs (transferability of skills, career options in and out of the field)

E. JOB ATTITUDES AND PSYCHOLOGICAL FACTORS
1. What the resource person likes best about the job and why (including psychological rewards)
2. What the resource person likes least about the job and why
3. Factors that caused the resource person to select this occupation
4. The kind of person that functions best in this line of work (emotional and psychological makeup)

CAREER INFORMATION SHEET (con't.)

F. YOU AND THE JOB
1. How much leisure time the resource person has
2. How the person spends time away from work (reading, hobbies, cultural activities, sports, community service, etc.)
3. How the job affects personal life
4. How the person's family likes this work (positive and negative aspects that influence the people with whom the resource person lives)
5. How the person views this work (long-term commitment? Stepping stone to something else?)

Title:

Television-Fact or Fantasy?

Activity 5

Competency:

3 Community Resources

Related Competencies:

#6 Communications
#7 Stereotypes

Level:

10-12

Instructional Goal:

Having completed a bona fide research of selected occupations, the student will be able to compare it to a television portrayal of the same occupation by filling in the comparison chart and completing the summary sheet.

Number of People:

Individuals

Time: 30-60 Minutes of television viewing. 45-minutes for check list

Materials/Resources: The student will make arrangements to view a television program of his/her choice. The teacher will provide a comparison chart and a summary sheet.

Procedures:

1. The teacher will introduce the activity by pointing out differences between real life jobs and those dramatized on television.
2. The teacher will provide a comparison chart for the student.
3. The student will select a television program character that depicts the particular occupation that he/she has researched.
4. The student will fill in the comparison chart.
5. The student will complete the summary sheet.

Developed by: Lois Barber

Adapted by: Project Staff

COMPETENCY III, Activity 5
COMPARISON CHART

OCCUPATIONAL CHOICE _____ STUDENT: _____

	RESEARCH	TELEVISION
SOURCE		
NATURE OF THE OCCUPATION		
PLACE OF EMPLOYMENT		
TRAINING OR EDUCATION		
WORKING CONDITIONS		
EARNINGS AND FRINGE BENEFITS		
EMPLOYMENT OUTLOOK		
ADVANTAGES		
DISADVANTAGES		

COMPETENCY III, Activity 5

SUMMARY SHEET

DOES THE TELEVISION CHARACTER PROJECT A REALISTIC VERSION OF THE OCCUPATION?_____

_____

_____

DOES THE TELEVISION CHARACTER REFLECT A CERTAIN LIFE STYLE?_____ COMMENT ON EACH OF THE FOLLOWING:

PERSONAL GROOMING_____

MANNER OF DRESS_____

MODE OF TRANSPORTATION_____

COMPANIONS_____

LEISURE ACTIVITIES_____

DOES THE LIFE STYLE SEEM APPROPRIATE FOR THE OCCUPATION?_____ COMMENT_____

_____

_____

DOES THE TELEVISION PROGRAM PRESENT A REALISTIC VERSION OF THE WORLD OF WORK?_____

_____

_____

IN WHAT WAYS HAVE YOU BEEN INFLUENCED BY TELEVISION IN SELECTING AN OCCUPATION?

COMMENTS:_____

_____

_____

_____

Title:

On Site Orientation into Available Community Job Opportunities

Activity

6

Competency:

#3 Community Resources

Related Competencies:

#4 Parent Education

Level:

Parents of 7-12 Students

Instructional Goal:

Given several volunteer workers in the Community, the career education advisory committee will arrange on site visits for students.

Number of People:

Total class

Time:

Varies, possibly 9 weeks

Materials/Resources:

Available Community Resources
Career Education Advisory Committee

Procedures:

1. Teachers will meet with their career education advisory committee and report on the need for students to visit the actual work sites of many of the committee members.

2. Teachers will conduct a survey among students on possible visitation sites. These will be tallied for selection.

3. Advisory committee members will indicate which visitation they would like to chaperone. The committee will then make the appropriate contacts and arrangements with the schools involved.

NOTE: If your school district has a Community Resource Service Center, it might be more appropriate to use their assistance. If your school district does not have either, contact your administration for other arrangements.

Developed by: Dennis Crow and Ruth Kostur

Title:

Field Trips to Areas of Business, and Professional Sources

Activity 7

Competency:

#3 Community Resources

Related Competencies:

#2 Job Skills
#6 Communications

Level:

9-10

Instructional Goal:

After participating in the field trips by looking, listening and questioning, the students will be able to list (a teacher determined number of) the basic skills and training needs in the observed occupations.

Number of People:

Total class

Time:

Three to five 45-minute class periods

Materials/Resources:

None.

Procedures:

1. The teacher will divide the class into two or three groups (no more than ten to a group).

2. The teacher will make arrangements for the field trips.

3. Teacher will brief students about the field trips and also have them prepare questions to ask employees on basic skills, training, working conditions, dress and benefits. (See sample list)

4. Students will take two or three field trips to places of business, industry or professional sources within the community.

5. Students will ask questions regarding basic skills, training, working conditions, dress and benefits. (from students' prepared lists)

6. Students will listen to employees describing their work, basic skills and training needed for employment.

7. Teacher will arrange to have students thank the people involved and send a thank-you note.

8. Students as a class will list on the chalkboard all basic skills and training requirements for the occupations they observed on the field trip.

OPTIONS

A. Field trips can be video-taped or cassette recorded and brought to the classroom for further discussion.

B. Video tapes and cassettes can be stored for use in other classes or departments.

C. Interviews can be arranged in the classroom for further discussion of qualifications and opportunities.

Source: Stan Bozich

Adapted by: Project Staff

COMPETENCY III, Activity 7

QUESTIONS THAT CAN BE ASKED ON THE FIELD TRIP

1. What are the basic skills needed for this particular occupation?

2. What type of training is needed for this type of work?

3. What are the chances for promotion or advancement?

4. What courses should I be taking in school that could help me in this occupation?

5. What are the working conditions like?

6. Are there any benefits that go with the job?

7. Do you like your work?

8. Is there an opportunity to go into business for myself after having a job like this?

9. Is there a lot of physical activity related to this job?

10. What are the advantages and disadvantages of this type of job?

11. What does your job entail and is there a great deal of responsibility?

TEACHING ACADEMIC SUBJECTS & CAREER EDUCATION

In Oregon, career education is built around the concept that each individual must learn to function effectively in six life roles: Citizen, consumer, family member, individual, learner, and producer. A major characteristic of Oregon's concept is that it is not a separate instructional program but is an intergral part of each curriculum area. Within the instructional and support programs, career education provides learners with experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work.

A comprehensive career education approach affects all grade levels, in all units and courses of study. Students can learn of possibilities of employment, but they also learn how a subject relates to other life roles that would provide them with a stimulating, emotionally rewarding lifestyle.

A major goal of any program ought to be to provide students with the reading, writing, listening, and other related communications skills which will enable them to function as effective human beings. To be an effective producer, each person must acquire and maintain a certain body of these skills. Students ought to have opportunities to understand the relationship between learning to read, write, speak and listen, and living, both in and out of school.

Through an understanding of career education concepts, all teachers can begin to identify and develop strategies for including career education within the scope of their programs. The following material is an attempt to offer suggestions and ideas to infuse these disciplines with career education activities.